Common Core Standards - Resource Page

The resources below have been created to assist teachers' understanding and to aid instruction of this standard.

College and Career Readiness (CCR) Anchor Standard	**Standard:** RI.7.8 - Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.
R.CCR.8 Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.	Questions to Focus Learning How does a reader know an author has presented a credible, accurate claim? To verify a claim, a reader must identify the argument and determine if evidence adequately and credibly supports the author's stance. Student Friendly Objectives *Knowledge Targets* I know an argument, statement, belief, or claim is based on evidence. I know a claim is an idea or opinion an author tries to prove or defend in an argument. I know reasoning is sound if there is evidence in the text to support it. *Reasoning Targets* I can trace the development of an argument in a text. I can identify the author's evidence that supports the argument and specific claims. Vocabulary argument claims/ specific claims defend evidence proof reasoning relevant sound reasoning sufficient trace

Teacher Tips

Persuading Others - This resource uses magazine advertisements and television commercials to examine the persuasive techniques seen in the media. This instructional unit, maintained by the New Zealand Ministry of Education, allows students to develop oral and written responses to the advertisements.
Guilty/Not Guilty - Lessons included with this resource allow students to identify, discuss, and apply the elements, conventions, and language features of persuasive texts. The activities guide students through the concept of argument by looking at examples of argument found in daily media sources.

Vertical Progression

RI.K.8 - With prompting and support, identify the reasons an author gives to support points in a text.
RI.1.8 - Identify the reasons an author gives to support points in a text.
RI.2.8 - Describe how reasons support specific points the author makes in a text.
RI.3.8 - Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).
RI.4.8 - Explain how an author uses reasons and evidence to support particular points in a text.
RI.5.8 - Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
RI.6.8 - Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.
RI.8.8 - Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.
RI.9-10.8 - Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.
RI.11-12.8 - Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses).

The above information and more (e.g., additional resources) can be accessed for free on the Wiki-Teacher website.
Direct link for this standard: RI.7.8